



AN INVESTIGATION OF COLLEGE TEACHERS' ATTITUDE TOWARDS RESEARCH IN NAGALAND

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ABSTRACT

Research plays a crucial role in advancing knowledge, addressing challenges, and promoting academic growth across various fields. Progress in every discipline relies heavily on thorough investigation and discovery. This study aims to investigate college teachers' views towards research, emphasizing on gender and locality of residence. It seeks to evaluate whether there are significant differences in mean scores of research attitudes over four dimensions determined by gender, as well as locality of residence. Using random sampling, the researcher surveyed 600 college teachers from 29 colleges in Nagaland. Data analysis employed statistical methods like mean, standard deviations and independent sample t-test. The tool for the study was the "Attitude towards Research" questionnaire developed by Vishal Sood and Prof. Y.K Sharma (2012), but revalidated by the researcher. The split-half reliability between odd and even items is 0.834, while the overall scale reliability is 0.91. Cronbach's Alpha coefficient of 0.88 confirming high internal consistency. The findings provided insight into how these demographic variables influence teachers' participation in research activities.

KEYWORDS: Attitude, College Teachers, Research, Gender, Locality of Residence

INTRODUCTION

Research is essential for increasing knowledge, resolving problems, and improving academic performance. It is a systematic method of discovery that seeks to find facts, explore knowledge, and solve questions in a variety of disciplines. Research promotes intellectual curiosity by leading people to greater understanding into challenging topics. Williams (1979) emphasizes three important goals of higher education: teaching, research, and extension, which contribute to educational growth by answering societal demands and fulfilling the desire for knowledge. Today, research is essential in education, sponsored by funding agencies and government efforts. Higher education teachers rely on research to generate creative methods, instructional strategies, and successful environments for learning by discovering new facts and results. Present educational difficulties are also addressed through research, which investigates the causes and efficiently implements remedies. It is viewed as essential to growth and academic innovation, impacting the development of society and shaping methods of education. Recognizing college teachers' viewpoints, attitudes, and issues with research is essential for properly delivering knowledge to students. This article examines Nagaland college teachers' attitudes toward research, focusing on their perspectives, problems, and possibilities for advancement.

Objectives of the Study:

1. To find out whether there is any significant differences in the mean scores of attitude towards research (including 4 dimensions) of college teachers with regard to gender.
2. To find out whether there is any significant differences in

the mean scores of attitude towards research (including 4 dimensions) of college teachers with regard to locality of residence.

Hypotheses of the Study:

1. There is no significant difference in the mean scores of General Aspects of Research and Research Process between female and male college teachers in Nagaland.
2. There is no significant difference in the mean scores of Usefulness of Research in Professional Career between female and male college teachers in Nagaland.
3. There is no significant difference in the mean scores of Relevance of Research in Personal-Social Life between female and male college teachers in Nagaland.
4. There is no significant difference in the mean scores of Difficulties in Research and Research anxiety between female and male college teachers in Nagaland.
5. There is no significant difference in the mean scores of attitudes towards research between female and male college teachers in Nagaland.
6. There is no significant difference in the mean scores of General Aspects of Research and Research Process between the college teachers residing in rural and urban areas.
7. There is no significant difference in the mean scores of usefulness of research in professional career between the college teachers residing in rural and urban areas.
8. There is no significant difference in the mean scores of Relevance of Research in Personal-Social Life between the college teachers residing in rural and urban areas.
9. There is no significant difference in the mean scores of

Difficulties in Research and Research anxiety between the college teachers residing in rural and urban areas.

10. There is no significant difference in the mean scores of attitude towards research between the college teachers residing in rural and urban areas.

REVIEW OF RELATED LITERATURE

Pamatmat (2016) conducted research at Laguna State Polytechnic University. Finding reveals that teaching personnel were proficient and confident about conducting comprehensive research, with capabilities comparable to others. They perceive research as highly valuable in daily life. Mehta, S., Mehta, D., and Kikani (2017) studied faculties at C.U. Shah Medical College and Hospital, finds positive attitudes towards research, seen as beneficial for institutional advancement. Ghosh and Guha (2018) explored prospective teacher educators' attitudes towards educational research, finds a majority hold favorable attitudes regardless of gender. Khan, S., Shah, and Khan, T. (2018) investigated university teachers' attitudes towards research. The findings show, there was a unanimous view that research is beneficial both professionally and personally, aligning with university missions. Md. Habib A., Md. Malak S., & Md. Kabi A., H. (2023) studied public university teachers in Bangladesh, revealing positive attitudes towards research and publication, with notable gender-based differences.

METHODS & MATERIALS

A quantitative descriptive survey research design was used for this investigation. Quantitative research focuses on testing objective theories by analyzing relationships among variables and expressing phenomena in quantitative terms through measurement (Kothari and Garg, 2014). The research utilized the "Attitude Scale towards Research" developed by Vishal Sood and Prof. Y.K Sharma (2012), revalidated by the researcher. The reliability of the scale was high, with a split-half reliability of 0.834 for odd and even items, an overall scale reliability of 0.91, and a Cronbach's Alpha coefficient of 0.88, indicating strong internal consistency. The study included college teachers in Nagaland, with a sample of 600 teachers from 29 government and private colleges spread across 9 districts. This ensured representation from a variety of academic fields and geographical areas in the state. Data were analyzed using statistical methods including, independent sample t-test, mean, standard deviation, and percentages, with an emphasis on variable differences and group attitudes. The investigator used a descriptive survey method in order to test hypotheses and analyze the effects of the study's demographic characteristics. Descriptive research, as defined by Dr. Y.P. Aggarwal (2008), aims to describe and interpret prevailing conditions or situations through data collection.

Analysis and Interpretation of Data

Objective 1: To find out whether there is any significant differences in the mean scores of attitude towards research (including 4 dimensions) of college teachers with regard to their gender,

| Sl. No. | Dimensions of Attitude towards research | Gender | N | M | SD | SED | t-value | p-value |
|---------|--|---------|-----|--------|-------|------|---------|---------|
| 1. | General Aspects of Research and Research Process | Fe-male | 321 | 55.48 | 6.10 | 0.51 | 0.32 | 0.75@ |
| | | Male | 279 | 55.64 | 6.42 | | | |
| 2. | Usefulness of Research in Professional Career | Fe-male | 321 | 33.23 | 3.21 | 0.25 | 0.22 | 0.83@ |
| | | Male | 279 | 33.28 | 3.09 | | | |
| 3. | Relevance of Research in Personal Social Life | Fe-male | 321 | 31.46 | 3.82 | 0.29 | 2.26 | 0.02* |
| | | Male | 279 | 32.12 | 3.38 | | | |
| 4. | Difficulties in Research and Research Anxiety | Fe-male | 321 | 40.74 | 5.31 | 0.40 | 1.21 | 0.23@ |
| | | Male | 279 | 41.23 | 4.61 | | | |
| 5. | Overall Attitude towards research | Fe-male | 321 | 160.90 | 15.15 | 1.19 | 1.53 | 0.25@ |
| | | Male | 279 | 162.27 | 13.70 | | | |

*Significant at 0.05 level, level, @ Not significant,

Table No.1: Showing group statistics and t-values of college teachers' attitude towards research with regard to their gender

Hypothesis-1. There is no significant difference in the mean scores of General Aspects of Research and Research Process between female and male college teachers in Nagaland.

Table 1 shows a t-value of 0.32 with a p-value of 0.75, which exceeds 0.05. Therefore, the null hypothesis-1, which states that "there is no significant difference in the mean scores of General Aspects of Research and Research Process between female and male college teachers in Nagaland" is accepted. This implies that female college teachers do not differ significantly from male college teachers in their attitudes towards these aspects of research. This finding aligns with the results of Ghosh and Guha (2018), who found that teachers generally have favorable attitudes towards educational research regardless of gender.

Hypothesis-2. There is no significant difference in the mean scores of Usefulness of Research in Professional Career between female and male college teachers in Nagaland.

According to Table 1, the t-value for the Usefulness of Research in Professional Career dimension of attitude towards research is 0.22, with a p-value of 0.83, which is greater than 0.05. Therefore, the null hypothesis-2, which states that "there is no significant difference in the mean scores of Usefulness of Research in Professional Career between female and male college teachers in Nagaland" is accepted. This indicates that female college teachers do not differ significantly from male college teachers in their attitudes towards the usefulness of research in their professional careers. This finding mirrors the results of Maqsood, Jabeen, Chaudhry, and Sardar (2019), who similarly found no significant gender differences in attitudes towards research.

Hypothesis-3. There is no significant difference in the mean

scores of Relevance of Research in Personal-Social Life between female and male college teachers in Nagaland.

According to Table No. 1, the t-value for the Relevance of Research in Personal-Social Life dimension of attitude towards research is 2.26, with a p-value of 0.02, which is below the 0.05. Therefore, the null hypothesis-3, *“there is no significant difference in the mean scores of Relevance of Research in Personal-Social Life between female and male college teachers in Nagaland”* is rejected. This indicates that Female college teachers (M=31.46) differed significantly from Male college teachers (M=32.11) in their perceptions of how research relates to personal and social life. Male college teachers perceived research knowledge as useful and beneficial in personal life, whereas female college teachers viewed completed research work as merely becoming part of library resources.

Hypothesis-4. There is no significant difference in the mean scores of Difficulties in Research and Research anxiety between female and male college teachers in Nagaland.

Table No. 1 shows that the t-value for difficulties in research and research anxiety is 1.02, with a p-value of 0.23, which exceeds 0.05. Therefore, the null hypothesis-4, *“there is no significant difference in the mean scores of Difficulties in Research and Research anxiety between female and male college teachers in Nagaland”* is accepted. This indicates that female college teachers do not differ significantly from male college teachers in their attitudes towards these aspects of research challenges and anxiety. Gender does not appear to play a significant role in shaping attitudes towards difficulties in research and research anxiety within this study's framework.

Hypothesis-5. There is no significant difference in the mean scores of attitude towards research between female and male college teachers in Nagaland.

Table No. 1 shows that the t-value for attitude towards research is 1.15, with a p-value of 0.25, greater than 0.05. Therefore, the null hypothesis-5, stating that *“there is no significant difference in the mean scores of attitude towards research between female and male college teachers in Nagaland”*, is accepted. This suggests that female and male college teachers do not differ significantly in their overall attitudes towards research. It can be concluded that both genders hold similar beliefs regarding the importance and value of research. This finding aligns with results from studies like that of Siamian, Mahmoudi, Habibi, Latifi, and Gavgani (2016), which found no significant differences across variables such as age, gender, and level of education in attitudes towards research.

Objective 2: To find out whether there is any significant differences in the mean scores of attitude towards research (including 4 dimensions) of college teachers with regard to locality of residence.

| Sl. No. | Dimensions of Attitude towards research | Local-ity of Resi-dence | N | M | SD | SED | t-value | p-value |
|---------|--|-------------------------|-----|--------|-------|------|---------|---------|
| 1. | General Aspects of Research and Research Process | Rural | 148 | 55.85 | 5.82 | 0.59 | 0.66 | 0.51 @ |
| | | Urban | 452 | 55.46 | 6.38 | | | |
| 2. | Usefulness of Research in Professional Career | Rural | 148 | 33.02 | 3.07 | 0.30 | 1.04 | 0.30@ |
| | | Urban | 452 | 33.33 | 3.17 | | | |
| 3. | Relevance of Research in Personal Social Life | Rural | 148 | 31.51 | 3.61 | 0.34 | 0.97 | 0.33@ |
| | | Urban | 452 | 31.85 | 3.64 | | | |
| 4. | Difficulties in Research and Research Anxiety | Rural | 148 | 40.39 | 5.04 | 0.47 | 1.63 | 0.10@ |
| | | Urban | 452 | 41.16 | 4.97 | | | |
| 5. | Overall, @ Attitude towards Research | Rural | 148 | 160.76 | 14.39 | 1.37 | 0.74 | 0.46@ |
| | | Urban | 452 | 161.79 | 14.55 | | | |

@ Not significant

Table No.2: Showing group statistics and t-values of college teachers' attitude towards research with regard to their Locality of Residence

Hypothesis-6. There is no significant difference in the mean scores of General Aspects of Research and Research Process between the college teachers residing in rural and urban areas.

The examination of Table 2 reveals a t-value of 0.66 and a p-value of 0.51, indicating not significant at the 0.05 level. Therefore, the null hypothesis *“there is no significant difference in mean scores on general aspects of research and research process among college teachers residing in rural and urban areas”* is accepted. This suggests that rural and urban teachers' attitudes towards research do not differ significantly based on their residency. Thus, locality of residence does not significantly influence attitudes towards general aspects of research and research processes.

Hypothesis-7. There is no significant difference in the mean scores of usefulness of research in professional career between the college teachers residing in rural and urban areas.

Table 2 indicates a non-significant result for the domain of usefulness of research in professional careers, with a t-value of 1.04 and a p-value of 0.30, greater than 0.05. Therefore, the null hypothesis, *“there is no significant difference in mean scores on the usefulness of research in professional careers between college teachers residing in rural and urban areas”* is accepted. This suggests that both rural and urban teachers perceive research usefulness similarly in their professional careers.

Hypothesis-8. There is no significant difference in the mean scores of Relevance of Research in Personal-Social Life between the college teachers residing in rural and urban areas.

Table 2 shows a t-value of 0.97 and a p-value of 0.33, much

greater than 0.05 which is not significant for the dimension of relevance of research in personal-social life. Therefore, the null hypothesis, *“there is no significant difference in mean scores on the relevance of research in personal-social life between college teachers residing in rural and urban areas”* is accepted. This indicates that residency does not significantly affect teachers' attitudes towards the relevance of research in personal-social life.

Hypothesis-9. There is no significant difference in the mean scores of Difficulties in Research and Research anxiety between the college teachers residing in rural and urban areas.

Table 3 shows a non-significant result for difficulties in research and research anxiety, with a t-value of 1.63 and a p-value of 0.10, greater than 0.05. Therefore, the null hypothesis, *“there is no significant difference in mean scores on difficulties in research and research anxiety between college teachers residing in rural and urban areas”* is accepted. This suggests those rural and urban teachers' attitudes towards research difficulties and anxiety is not significantly different based on their residency. Thus, locality of residence does not significantly influence attitudes towards difficulties in research and research anxiety.

Hypothesis-10. There is no significant difference in the mean scores of attitude towards research between the college teachers residing in rural and urban areas.

Table No. 2 indicates a t-value of 0.74 and a p-value of 0.46, which is greater than 0.05. So, it is not significant in the domain of attitude towards research among college teachers residing in rural and urban areas in Nagaland. Therefore, the said null hypothesis *“there is no significant difference in mean scores on attitude towards research between rural and urban college teachers”* is accepted. This suggests that locality of residence does not significantly influence college teachers' attitudes towards research in Nagaland.

FINDINGS & DISCUSSION

1. There is no significance difference in the general aspects of research and the research process between female and male college teachers. This implies that there are no notable differences between female and male college teachers. This finding is consistent with Ghosh and Guha's (2018) results, indicating that teachers, irrespective of gender, generally hold favourable attitudes towards educational research.
2. The findings shows, no statistically significant differences between female and male in the dimension, 'usefulness of research in their professional careers'. This suggests that female college teachers do not significantly differ from their male counterparts. This aligns with the findings of Maqsood et.al. (2019), who also observed no significant gender disparities in research attitudes.
3. A statistically significant difference was found in the Relevance of Research in Personal-Social Life between female and male college teachers in Nagaland. Male college teachers were better and they generally found research knowledge to be beneficial and useful in their personal lives, while female college teachers tended to see

completed research work mainly as contributing to library resources.

4. No significant difference was found in the dimension, difficulties of research and research anxiety. This suggests that gender does not significantly influence how college teachers perceive research challenges and anxiety. Female and male teachers show similar attitudes towards these aspects of research.
5. Overall attitude towards research: Female and male college teachers show similar attitudes towards research, indicating shared beliefs in its importance and value. This finding parallels studies like Siamian et al. (2016), which observed no significant differences in research attitudes based on age, gender, or education level.
6. In the dimension, general aspects of research and research process, rural and urban teachers in Nagaland show similar attitudes towards research, indicating residency has little effect on their views.
7. The locality of residence does not significantly influence how teachers perceive the usefulness of research in their professional careers.
8. Teachers from both rural and urban areas hold comparable perspectives on the relevance of research in personal-social life.
9. There is no significant difference in how rural and urban teachers view difficulties in research and research anxiety.
10. Overall, locality of residence in Nagaland does not significantly impact college teachers' attitudes towards research.

CONCLUSION

This study highlights the need for improved support systems to increase research involvement and highlights the generally positive attitude that college teachers in Nagaland have toward research. By removing obstacles, a more conducive research environment can be created, promoting regional academic and socioeconomic growth. The results carry great significance for interested parties, policymakers, and academic establishments striving to promote higher learning in Nagaland. This study provides a basis for evidence-based strategies to foster an environment of quality, creativity, and inquiry by learning about the viewpoints, reasons, and challenges faced by faculty members when conducting research. Acknowledging and overcoming these obstacles enables stakeholders to take advantage of current prospects and carry out focused actions that fortify the scientific community. This proactive strategy fosters the growth of a dynamic research environment marked by cooperation, interdisciplinary discovery, and knowledge exchange while strengthening the intellectual capital of the area. In order to improve research productivity in Nagaland's higher education landscape, educational institutions, policymakers, and stakeholders can create an enabling ecosystem by funding workshops, research grants, interdisciplinary collaborations, and encouraging a research-focused culture among college teachers.

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